



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 11221327
SAU: Orland School Department
School: Orland Consolidated School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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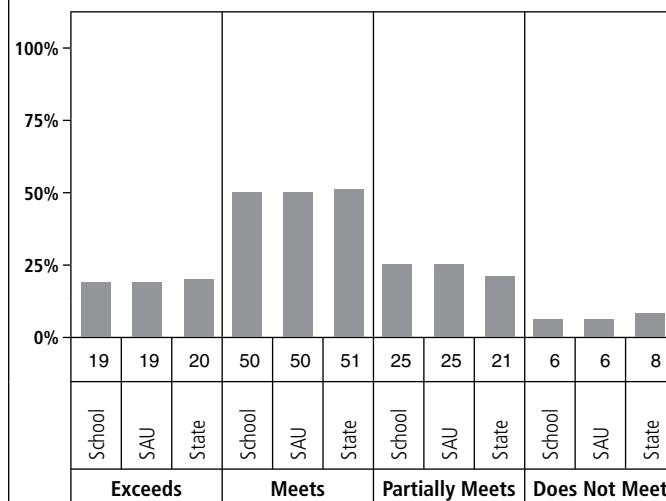
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: Orland School Department
School: Orland Consolidated School

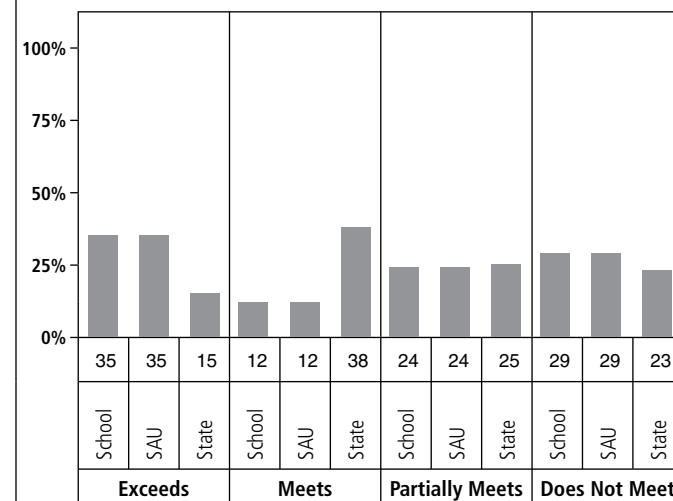
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	843	843	847
2007–2008	850	851	849
2008–2009	849	849	850
Cum. Avg.*	847	847	849
Mathematics			
2006–2007	846	846	842
2007–2008	847	847	841
2008–2009	843	843	843
Cum. Avg.*	846	846	842
Science			
2008–2009 **	845	845	846

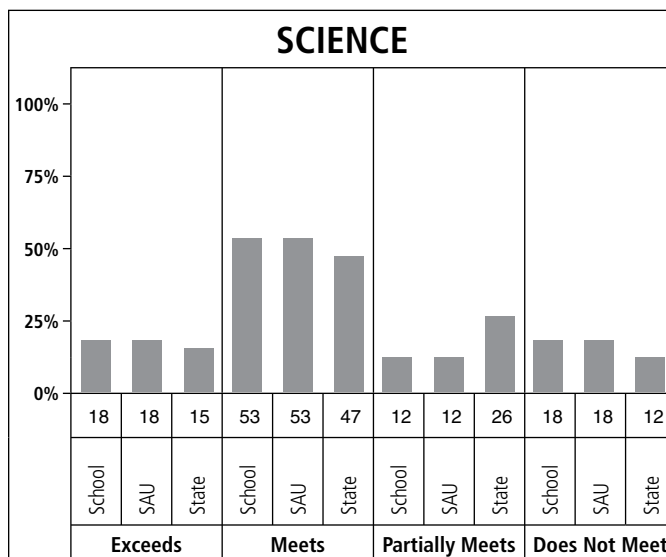
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 8
 SAU: Orland School Department
 School: Orland Consolidated School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
							School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	17	100	17	100	14804	100	16	94	16	94	14659	99	17	100	17	100	14653	99	17	100	17	100	14626	99
Ethnicity African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	1	6	1	6	192	1	0	0	0	0	188	98	1	100	1	100	191	100	1	100	1	100	190	99
Caucasian/White	16	94	16	94	13878	94	16	100	16	100	13756	99	16	100	16	100	13742	99	16	100	16	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	5	29	5	29	2489	17	5	100	5	100	2434	99	5	100	5	100	2424	98	5	100	5	100	2418	98
Current LEP	1	6	1	6	349	2	0	0	0	0	331	95	1	100	1	100	342	98	1	100	1	100	338	97
Economically disadvantaged	6	35	6	35	5460	37	5	83	5	83	5380	99	6	100	6	100	5377	99	6	100	6	100	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	11	65	11	65	12132	82	12	71	12	71	12124	82	12	71	12	71	12169	82
Identified disability (PET/IEP)	0	0	0	0	379	3	0	0	0	0	380	3	0	0	0	0	425	3
LEP	0	0	0	0	166	1	1	8	1	8	169	1	1	8	1	8	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
Participation with accommodations	5	29	5	29	2349	16	5	29	5	29	2347	16	5	29	5	29	2288	15
Identified disability (PET/IEP)	5	100	5	100	1877	80	5	100	5	100	1862	79	5	100	5	100	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	0	0	0	0	292	12	0	0	0	0	297	13	0	0	0	0	280	12
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	1	6	1	6	113	1	0	0	0	0	117	1	0	0	0	0	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: Orland School Department
School: Orland Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	1	4	1	4	2407	16
	2007-2008	4	20	5	24	3428	23
	2008-2009	3	19	3	19	2857	20
	Cum. Total*	8	13	9	15	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	14	56	14	56	7494	49
	2007-2008	11	55	11	52	7179	48
	2008-2009	8	50	8	50	7431	51
	Cum. Total*	33	54	33	53	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	6	24	6	24	3628	24
	2007-2008	4	20	4	19	2706	18
	2008-2009	4	25	4	25	2979	21
	Cum. Total*	14	23	14	23	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	4	16	4	16	1810	12
	2007-2008	1	5	1	5	1611	11
	2008-2009	1	6	1	6	1214	8
	Cum. Total*	6	10	6	10	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.9	62.3	34.9	62.3	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.1	55.5	11.1	55.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.9	66.4	23.9	66.4	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Orland School Department
 School: Orland Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	16	3	19	8	50	4	25	1	6	849	16	19	50	25	6	849	14481	20	51	21	8	850
Ethnicity																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	16	3	19	8	50	4	25	1	6	849	16	19	50	25	6	849	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	2	40	1	20	837	5	0	40	40	20	837	2256	2	25	40	34	834
No	11	3	27	6	55	2	18	0	0	854	11	27	55	18	0	854	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	16	3	19	8	50	4	25	1	6	849	16	19	50	25	6	849	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	5	0	0	4	80	1	20	0	0	845	5	0	80	20	0	845	5277	10	46	29	15	844
No	11	3	27	4	36	3	27	1	9	850	11	27	36	27	9	850	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	16	3	19	8	50	4	25	1	6	849	16	19	50	25	6	849	14476	20	51	21	8	850
Gender																						
Female	9	2	22	6	67	1	11	0	0	854	9	22	67	11	0	854	7074	25	51	18	6	852
Male	7	1	14	2	29	3	43	1	14	842	7	14	29	43	14	842	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	16	3	19	8	50	4	25	1	6	849	16	19	50	25	6	849	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	16	3	19	8	50	4	25	1	6	849	16	19	50	25	6	849	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Orland School Department

School: Orland Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 50 38 6	0 2 1 0	0 25 17 0	0 5 2 1	0 63 33 100	1 0 3 0	100 0 50 0	0 1 0 0	0 13 0 0	834 851 848 852	6 50 38 6	0 25 17 0	0 63 33 100	100 0 50 0	0 13 0 0	834 851 848 852	8 51 36 5	8 17 24 29	39 53 52 45	29 22 18 18	24 8 5 9	841 849 852 852	
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	44 50 6 0	0 3 0 0	0 38 0 0	6 2 0 0	86 25 0 0	1 2 1 0	14 25 100 0	0 1 0 0	0 13 0 0	849 850 834 0	44 50 6 0	0 38 0 0	86 25 0 100	14 25 100 0	0 13 0 0	849 850 834 0	31 47 18 3	35 16 5 2	50 55 47 39	11 21 33 37	4 7 15 22	856 849 842 839	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	38 50 13 0	1 1 1 0	17 13 50 0	3 4 1 0	50 50 50 0	2 2 0 0	33 25 0 0	0 1 0 0	0 13 0 0	851 845 854 0	38 50 13 0	17 13 50 0	50 50 50 0	33 25 0 0	0 13 0 0	851 845 854 0	32 52 12 4	27 18 11 6	54 53 45 34	14 22 29 33	5 8 15 26	853 850 844 838	
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	13 56 31	1 1 1	50 11 20	1 5 2	50 56 40	0 3 1	0 33 20	0 0 1	0 0 20	859 847 848	13 56 31	50 11 20	50 56 40	0 33 20	0 0 20	859 847 848	15 64 22	13 19 25	42 53 52	28 20 16	17 7 6	844 850 852	
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	20 40 40	0 1 1	0 17 17	1 2 5	33 33 83	1 3 0	33 50 0	1 0 0	33 0 0	836 845 856	20 40 40	0 17 17	33 33 83	33 50 0	33 0 0	836 845 856	8 52 40	6 14 30	34 54 53	34 24 13	26 8 4	838 848 855	
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	25 69 6	0 3 0	0 27 0	4 3 1	100 27 100	0 4 0	0 36 0	0 1 0	0 9 0	853 847 852	25 69 6	0 27 0	100 27 100	0 36 0	0 9 0	853 847 852	39 54 7	19 21 12	50 53 46	22 19 27	9 7 15	849 851 845	
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	44 31 25 0	1 1 1 0	14 20 25 0	4 2 2	57 40 50	1 2 1	14 40 25	1 0 0	14 0 0	847 848 851 0	44 31 25 0	14 20 25 0	57 40 50	14 40 25	14 0 0	847 848 851 0	19 40 15 26	26 25 18 7	53 52 51 50	15 17 21 30	6 6 10 13	853 852 849 844	
How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult." A. strongly agree B. agree C. disagree D. strongly disagree	38 56 6 0	0 3 0 0	0 33 0 0	4 3 1	67 33 100	2 2 0	33 22 0	0 1 0 0	0 11 0 0	846 851 842 0	38 56 6 0	0 33 0 0	67 33 100	33 22 0	0 11 0 0	846 851 842 0	42 50 7 2	27 15 8 6	51 53 46 39	15 23 32 35	6 9 14 21	853 848 843 840	
Optional school/SAU question A. B. C. D.	0 0 0 0										0 0 0 0												

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: Orland School Department
School: Orland Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	4	16	4	16	1952	13
	2007-2008	4	20	4	19	1657	11
	2008-2009	6	35	6	35	2116	15
	Cum. Total*	14	23	14	22	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	10	40	10	40	5870	38
	2007-2008	8	40	9	43	5956	40
	2008-2009	2	12	2	12	5443	38
	Cum. Total*	20	32	21	33	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	9	36	9	36	3982	26
	2007-2008	6	30	6	29	3729	25
	2008-2009	4	24	4	24	3556	25
	Cum. Total*	19	31	19	30	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	2	8	2	8	3534	23
	2007-2008	2	10	2	10	3579	24
	2008-2009	5	29	5	29	3356	23
	Cum. Total*	9	15	9	14	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.1	52.0	29.1	52.0	28.6	51.1
A. Number	8	14	3.7	46.3	3.7	46.3	3.7	46.3
B. Data	16	29	8.6	53.8	8.6	53.8	8.9	55.6
C. Geometry	12	21	5.7	47.5	5.7	47.5	5.0	41.7
D. Algebra	20	36	11.1	55.5	11.1	55.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Orland School Department

School: Orland Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	17	6	35	2	12	4	24	5	29	843	17	35	12	24	29	843	14471	15	38	25	23	843
Ethnicity																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	1										1						190	8	31	26	34	836
Caucasian/White	16	6	38	2	13	4	25	4	25	845	16	38	13	25	25	845	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	0	0	1	20	4	80	816	5	0	0	20	80	816	2242	2	12	22	63	824
No	12	6	50	2	17	3	25	1	8	854	12	50	17	25	8	854	12229	17	42	25	16	846
Current LEP																						
Yes	1										1						336	6	18	26	51	829
No	16	6	38	2	13	4	25	4	25	845	16	38	13	25	25	845	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	6	0	0	0	0	4	67	2	33	831	6	0	0	67	33	831	5270	6	30	28	36	835
No	11	6	55	2	18	0	0	3	27	850	11	55	18	0	27	850	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	17	6	35	2	12	4	24	5	29	843	17	35	12	24	29	843	14466	15	38	25	23	843
Gender																						
Female	9	3	33	1	11	3	33	2	22	844	9	33	11	33	22	844	7070	15	39	25	22	843
Male	8	3	38	1	13	1	13	3	38	842	8	38	13	13	38	842	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	17	6	35	2	12	4	24	5	29	843	17	35	12	24	29	843	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	17	6	35	2	12	4	24	5	29	843	17	35	12	24	29	843	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Orland School Department
School: Orland Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	0	0	1	100	810	6	0	0	0	100	810	8	8	24	24	44	833
B. less than one hour	50	3	38	0	0	3	38	2	25	844	50	38	0	38	25	844	51	12	38	26	23	842
C. one to two hours	38	3	50	2	33	1	17	0	0	855	38	50	33	17	0	855	36	19	40	23	19	845
D. more than two hours	6	0	0	0	0	0	0	1	100	822	6	0	0	0	100	822	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	13	2	100	0	0	0	0	0	0	878	13	100	0	0	0	878	28	33	41	15	11	852
B. good	19	3	100	0	0	0	0	0	0	867	19	100	0	0	0	867	45	11	43	25	21	842
C. fair	69	1	9	2	18	4	36	4	36	832	69	9	18	36	36	832	21	3	27	35	35	834
D. poor	0										0						5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	5	83	1	17	0	0	0	0	867	38	83	17	0	0	867	28	23	41	21	15	848
B. They match some of what I have learned.	38	1	17	1	17	3	50	1	17	838	38	17	17	50	17	838	52	13	40	25	21	843
C. They match just a little of what I have learned.	19	0	0	0	0	1	33	2	67	822	19	0	0	33	67	822	16	8	28	30	34	836
D. There is no match.	6	0	0	0	0	0	0	1	100	814	6	0	0	0	100	814	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	31	0	0	0	0	2	40	3	60	824	31	0	0	40	60	824	32	6	34	29	32	837
B. about the same as my regular schoolwork	38	2	33	1	17	2	33	1	17	844	38	33	17	33	17	844	52	13	41	25	20	843
C. easier than my regular schoolwork	31	4	80	1	20	0	0	0	0	866	31	80	20	0	0	866	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	44	1	14	2	29	2	29	2	29	839	44	14	29	29	29	839	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	44	5	71	0	0	2	29	0	0	859	44	71	0	29	0	859	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	13	0	0	0	0	0	0	2	100	812	13	0	0	0	100	812	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	31	3	60	1	20	0	0	1	20	854	31	60	20	0	20	854	34	18	40	22	20	845
B. two or three days a week	19	2	67	0	0	1	33	0	0	858	19	67	0	33	0	858	35	14	38	26	21	843
C. two or three times each month	31	1	20	1	20	2	40	1	20	840	31	20	20	40	20	840	18	12	37	27	24	841
D. never or almost never	19	0	0	0	0	1	33	2	67	824	19	0	0	33	67	824	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	6	0	0	0	0	1	100	0	0	840	6	0	0	100	0	840	9	13	38	23	26	841
B. two or three days a week	6	0	0	0	0	1	100	0	0	834	6	0	0	100	0	834	17	11	37	26	26	841
C. two or three times each month	13	0	0	0	0	1	50	1	50	827	13	0	0	50	50	827	28	15	40	25	20	844
D. never or almost never	75	6	50	2	17	1	8	3	25	849	75	50	17	8	25	849	46	16	36	24	23	843
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	60	3	33	2	22	3	33	1	11	849	60	33	22	33	11	849	52	19	41	22	18	846
B. agree	33	2	40	0	0	1	20	2	40	835	33	40	0	20	40	835	39	11	35	27	27	840
C. disagree	7	0	0	0	0	0	0	1	100	814	7	0	0	0	100	814	6	7	28	26	39	835
D. strongly disagree	0										0						3	4	25	28	43	832
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Orland School Department
School: Orland Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	3	18	3	18	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	9	53	9	53	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	2	12	2	12	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	3	18	3	18	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	31.0	55.4	31.0	55.4	32.0	57.1
D. The Physical Setting	31	55	15.9	51.3	15.9	51.3	17.1	55.2
D1/D2 Earth/Space	17	30	8.7	51.2	8.7	51.2	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	7.2	51.4	7.2	51.4	7.7	55.0
E. The Living Environment	25	45	15.1	60.4	15.1	60.4	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Orland School Department
 School: Orland Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	17	3	18	9	53	2	12	3	18	845	17	18	53	12	18	845	14263	15	47	26	12	846
Ethnicity																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	1										1						184	9	45	29	16	842
Caucasian/White	16	3	19	9	56	2	13	2	13	847	16	19	56	13	13	847	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	1	20	2	40	833	5	0	40	20	40	833	2221	3	22	36	38	832
No	12	3	25	7	58	1	8	1	8	850	12	25	58	8	8	850	12042	17	51	24	7	848
Current LEP																						
Yes	1										1						331	4	20	39	37	832
No	16	3	19	9	56	2	13	2	13	847	16	19	56	13	13	847	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	6	0	0	4	67	1	17	1	17	836	6	0	67	17	17	836	5184	6	40	33	21	840
No	11	3	27	5	45	1	9	2	18	849	11	27	45	9	18	849	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	17	3	18	9	53	2	12	3	18	845	17	18	53	12	18	845	14258	15	47	26	12	846
Gender																						
Female	9	1	11	6	67	1	11	1	11	847	9	11	67	11	11	847	6953	14	47	28	11	846
Male	8	2	25	3	38	1	13	2	25	842	8	25	38	13	25	842	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	17	3	18	9	53	2	12	3	18	845	17	18	53	12	18	845	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	17	3	18	9	53	2	12	3	18	845	17	18	53	12	18	845	13564	13	48	27	13	845

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Orland School Department
School: Orland Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	0	0	1	100	822	6	0	0	0	100	822	8	8	34	28	30	837
B. less than one hour	50	2	25	4	50	1	13	1	13	849	50	25	50	13	13	849	51	14	48	27	11	846
C. one to two hours	38	1	17	4	67	1	17	0	0	850	38	17	67	17	0	850	36	19	48	24	9	848
D. more than two hours	6	0	0	1	100	0	0	0	0	846	6	0	100	0	0	846	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	33	2	40	1	20	1	20	1	20	848	33	40	20	20	20	848	23	27	47	17	8	851
B. good	67	0	0	8	80	1	10	1	10	845	67	0	80	10	10	845	53	15	50	26	10	847
C. fair	0										0						20	4	43	35	18	840
D. poor	0										0						4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	25	1	25	3	75	0	0	0	0	856	25	25	75	0	0	856	26	20	49	23	9	849
B. They match some of what I have learned.	50	2	25	5	63	1	13	0	0	852	50	25	63	13	0	852	51	14	48	26	11	846
C. They match just a little of what I have learned.	25	0	0	1	25	1	25	2	50	831	25	0	25	25	50	831	18	13	44	28	15	844
D. There is no match.	0										0						4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	20	0	0	1	33	1	33	1	33	834	20	0	33	33	33	834	32	13	45	28	14	844
B. about the same as my regular schoolwork	80	3	25	7	58	1	8	1	8	851	80	25	58	8	8	851	56	15	49	25	11	847
C. easier than my regular schoolwork	0										0						11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	2	25	4	50	1	13	1	13	849	50	25	50	13	13	849	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	50	1	13	5	63	1	13	1	13	846	50	13	63	13	13	846	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	44	1	14	3	43	2	29	1	14	843	44	14	43	29	14	843	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	0										0						23	17	49	22	12	847
C. the course(s) described in B, plus physics	19	1	33	2	67	0	0	0	0	858	19	33	67	0	0	858	21	31	44	17	7	852
D. a life science and physical science class	38	1	17	4	67	0	0	1	17	847	38	17	67	0	17	847	30	7	46	32	14	842
How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.”																						
A. strongly agree	38	2	33	3	50	0	0	1	17	852	38	33	50	0	17	852	27	23	47	20	10	849
B. agree	25	1	25	3	75	0	0	0	0	852	25	25	75	0	0	852	37	14	47	27	12	846
C. disagree	25	0	0	3	75	1	25	0	0	847	25	0	75	25	0	847	25	11	48	29	12	845
D. strongly disagree	13	0	0	0	0	1	50	1	50	828	13	0	0	50	50	828	11	9	44	31	17	842
How do you feel about the following statement? “My knowledge of science will be useful to me as an adult.”																						
A. strongly agree	31	1	20	3	60	0	0	1	20	847	31	20	60	0	20	847	31	22	46	22	10	849
B. agree	56	2	22	6	67	0	0	1	11	850	56	22	67	0	11	850	50	14	49	26	11	846
C. disagree	13	0	0	0	0	2	100	0	0	835	13	0	0	100	0	835	14	9	45	31	15	843
D. strongly disagree	0										0						5	3	38	34	25	837
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number